

The Changing World Order

Teacher's Notes

Overview

In this activity series, students will study the nature of the changing world order at the end of World War II including the events and ideologies that shaped the future. This activity series includes the following:

| | | | |
|--|---|--|--|
| Background Information | Analyse: Churchill, Truman and Stalin | Research: Concepts and Ideologies from WWII, Korea, Vietnam and the Cold War | Research: The Cold War, Arms Race and Security |
| Additional Activities | Extension Activities | Supplementary Activities | |

Curriculum Alignment

Learning content and activities align with the Senior Secondary Modern History Curriculum under the following parameters:

Unit: Unit 4: The Modern World since 1945
Topic: The Changing World Order

| Knowledge | | Historical Skills | |
|-----------|--|-------------------|---|
| ACHMH186 | An overview, as background, of the nature of the world order at the end of World War II, colonialism in the Eastern communist bloc and Western capitalist bloc, and the emerging role of the United Nations | ACHMH171 | Identify links between events to understand the nature and significance of causation, change and continuity over time |
| ACHMH187 | The nature of the origins and early development of the Cold War to 1948, including the ideological, cultural and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine and the Berlin Blockade | ACHMH175 | Identify, locate and organise relevant information from a range of primary and secondary sources |



| Knowledge | | Historical Skills | |
|-----------|---|-------------------|--|
| ACHMH188 | The evolving nature and character of the Cold War in Europe and the Asia-Pacific from 1948 through to détente, including the arms race and threat of nuclear war, and the new Cold War of the 1980's. | ACHMH178 | Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument |
| ACHMH189 | The involvement of Australia in the Cold War, with reference to foreign policy, nuclear testing at Maralinga, and the war in Vietnam | ACHMH182 | Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions |

Learning Goals

Students will learn about:

- The nature and changing of the world order at the end of World War II and its impact on Australian society.
- Aspects of the Cold War including the growing tensions between the US and the Soviet Union at the end of World War II, the Arms Race and Communism
- The evolving nature and impacts of immigration, conscription, the Korean and Vietnam Wars as well as television with reference to their impact on Australian Society

Resources

Teachers and students will require the following resources to complete the activities:

- Computer or device with internet connection for research
- Projector, TV or Smartboard for the display of images to the class for discussion
- Students can complete the handouts digitally on their devices or the student handouts can be printed
- RSL Education website for images
- Current Political map of Europe (required for extension activity 2 only)
- Different coloured pens (required for extension activity 2 only)



Background Information

The Cold War was effectively a state of conflict between the Soviet Union and the United States as well as their respective allies that lasted from 1947 to 1991. It was a war that was waged on political, economic and propaganda fronts as well as ideological differences. Whilst the Cold War didn't officially commence until 1947, tension was present between the two nations as early as the Second World War.

The Cold War, the domino effect, and a burgeoning security relationship with the United States influenced Australia's decisions to participate in the Korean and Vietnam Wars. Although both wars involved Australian troops fighting communist forces, the circumstances surrounding the conflicts were different.

The United Nations supported the involvement of international forces in the Korean War but not in the Vietnam conflict. Although the reasons countries go to war are never clear cut, North Korea's incursion into South Korea on 25th June 1950 was regarded as hostile by the international community. The fact that North Korea had Soviet backing meant that the Korean Peninsula became the front line of the Cold War. The origins of the Vietnam War are far more complicated, with international intervention in domestic affairs intensifying conflict between supporters and opponents of communism.

The pictures in the image gallery and timeline address several key concepts, including the domino effect, Australia- US Relations and the Cold War.

Introduction and Engagement

Conduct a class discussion/ brainstorm of some of the defining moments that occurred from World War II to 1991. After the brainstorm activity discuss the background information and go through some significant events on the Timeline prior to commencing some of the activities in this series.



Analyse: Churchill, Truman and Stalin

Setting the Scene

Churchill, Truman and Stalin were 3 unlikely allies tasked with reshaping post-war Germany and revision of its frontiers including Poland. These 3 unlikely allies met at the Potsdam Conference in July 1945 just outside of Berlin.

This meeting was significant not just for the decisions made regarding Post-war Germany but also as it was President Truman's first major appearance as US President on the World Stage.



Introduction and Engagement

Analyse

A picture is worth 1,000 words and the picture of Churchill, Truman and Stalin speaks volumes about the time and relationships of the era. Analyse this picture and then answer the following questions.

After viewing and discussing the stimulus with the group, ask the students to answer the following questions. These questions could be answered as a class, in small groups or individually.

Q1

What does the body language tell you about these three men and their relationship with each other? What are their facial expressions telling you?

Students should make references to body language and facial expressions in terms of the relationship that the men have with each other. Students should also refer to the leaders as individuals and what feelings they're expressing about themselves for example are they expressing power, ignorance, or do they appear to be headstrong. Answers could also include any preconceived ideas that the students may have regarding the leaders, their demeanour and their relationship with each other. Specific items could include:

- Tension displayed on President Truman's face
- The way President Truman isn't sitting centred in his chair but leaning towards one side.
- The expression of power on Stalin's face
- Churchill's indifference

Q2

What do you think of the furniture placement and overall setting/environment? What conclusions can be drawn from this?

Student answers should include items such as:

- *The distance between the leader's chairs with each other. Specific reference to the distance between Truman and Stalin's chairs and how this is reflective of tension between the leaders.*
- *The flowers and trees to make the occasion appear peaceful and serene.*
- *What the leaders are holding in their hands*
- *What the leaders are wearing e.g. Churchill and Stalin appear to be in more military uniforms as opposed to Truman who appears to be in a formal suit including handkerchief. Students could also make assumptions based on the importance of wearing military style uniform to these sorts of meetings and how it might be portrayed amongst the leaders themselves.*

Q3

How do you feel looking at this picture?

Answers will vary and students should reflect on their analysis of the picture and any previous knowledge they may have relating to the three leaders. This question is designed to see how students convey and express feelings toward stimulus.

Q4

What conclusions can you come to by looking at this picture?

Answers could include:

- *Obvious tension between the leaders in the lead up to the Cold War including the possibility of differences in opinions*
- *Strained relationships*
- *It wasn't all peace and happiness at the end of the Second World War*
- *Churchill and Truman were the closer of the 3 allies*
- *Clear disconnect between the leaders*



**Compare
&
Analyse**

The Yalta conference in February 1945, was another event where the leaders of Great Britain, USA and the Soviet Union came together to discuss important matters relating to the war effort. On your device search for an image of Churchill, Roosevelt and Stalin at the Yalta conference. Compare and analyse the differences between the images from Yalta to the image taken at Potsdam.

Q5

What are the differences between the two images? Consider the following points in your answer.

- Body Language
- Furniture placement/ environment/ overall setting
- How the participants felt and what they felt about each other
- Any other noticeable differences

Answers could include some of the following depending on the image used. Students may refer to more than one picture from the Yalta conference. Answers could include any of the following:

- Leaders look more jovial in some of the images
- There's no obvious disparity in items such as furniture placement etc.
- Show of strength and solidarity amongst the 3 allies with men in military uniform in the background from each of the 3 countries represented.
- Image of the Yalta conference shows the leaders sitting straight in terms of the camera placement whereas the image at Potsdam shows Truman unmistakably leaning away from Stalin.

Q6 Does the same tension appear in the Yalta conference images? Why/Why not?

Answers could include the following:

- Different US Presidents Roosevelt vs Truman
- Germany surrendered between the two conferences
- Truman mentioned the successful testing of Atomic/Nuclear weapons during the Potsdam conference to Stalin
- Discussions were different at each of the conferences. Yalta was more about the war effort whereas Potsdam was more about the fate of the world after the war which was more political and economical based.

Activity Closure

In closing, have a discussion on the images and what information students can take away about the era and the leaders. You could also have a discussion on the validity of images and how they reflect the events of the past.



Research: Concepts and Ideologies from WWII, Korea, Vietnam and the Cold War

In this activity, students will research key topics of the Cold War era and its lead up in small groups. This activity is designed to be completed like a Round Robin where each group will research a different topic for 5-10mins and then move onto the next. Research rounds should last around 10mins each to give groups enough time to find some key points. Groups should only contribute new knowledge to the topic and are not allowed to repeat knowledge that has previously been contributed by another group. Students should use the timeline to provide some background knowledge into each of the key topics.

Research

Research the concept, ideology or how the following events influenced Australia. This research can span over World War II, Korean War, Vietnam War and the Cold War.

Research Topics:

- Conscription in Australia
- Nuclear Proliferation
- The impact of Television and the media
- Immigration
- Communism
- Political impacts during times of war (Vietnam, Korea and Cold War)
- Social Impacts during times of war (Vietnam, Korea and Cold War)
- Soviet Bloc and Domino effect

Activity Closure

At the completion of the Round Robin, engage your students into a discussion about their findings.



Tip

Turn this activity into a challenge by getting the groups to use a different colour for their responses. E.g. Group A could be Blue, Group B could be green etc. This will encourage students to be more proactive in their research and look for unique items. You may even award points for the number of items at the end of each round and keep a tally of the points to identify the winners of the challenge.



Research: The Cold War, Arms Race and Security

Students can expand their knowledge further by conducting independent research into the Cold War including Nuclear Proliferation. This activity could be used as a homework exercise which could be revisited in a future lesson or the research could be completed in class with students sharing their findings in a class discussion. Some students may also be able to answer these questions independently based on the previous activities in this series.

Research Research the Cold War and Arms Race, then answer the following questions.

Q1 What was the Cold War?

Answers should include the following:

- The Cold War transpired as a result of growing tensions between the US and the Soviet Union as a result of geopolitical, ideological and economic differences.
- It was a battle of supremacy between the Capitalist and Democratic US and the Communist and Authoritarian Soviet Union.
- Conflicts that arose during the Cold War era reflect the Soviet Union and the US's desire to support nations with their own ideologies and include the spread of authoritarianism and communism to surrounding areas in Eastern Europe and Asia.

Q2 What were some of the Cold War's defining characteristics? List at least 8.

Answers should include some of the following:

- War of Words between the superpowers of the US and USSR/Soviet Union
- Mutually Assured Destruction and the development of Nuclear/ Atomic weapons
- Competing ideologies: Communism including its spread, Capitalism, Authoritarianism and to some extent Stalinism.
- Battles were fought in Third World Countries who were adopting Communism or where there was a legitimate fear of the spread of Communism.
- Fear and paranoia in society which led to the development of bunkers, fear of travel, changes to schooling e.g. in the US children were shown videos of bombs and taught to duck and cover etc.
- Secrecy led to increased 'spy' activity with the KGB and CIA being the prominent spy agencies for each of the superpowers. This also led to sleeper spies who would live full lives in the other country (including getting married and having children) who would then send information back to their country of origin.



- Space Race- Sputnik, first man in space, the race to the moon
- Imperialism
- Foreign Aid which included the supply of arms and military equipment e.g. North Korea arms supplied by the Russians for the Korean War
- The building of the Berlin Wall to blockade the East from the West and it's fall
- Cuban Missile Crisis
- The formation of the Soviet Bloc
- The concept of an 'Unwinnable War'

Q3 What effects did the Cold War have on Australian Society?

Answers should include the following:

- As a member of the Western Alliance and Australia's relationship with Britain, Australians fought in the following Wars against the spread of Communism:
 - Korean War
 - Democratic South and Communist North
 - North supported by the Soviet Union and China
 - South supported by the Democratic West
 - Whilst countries have been operating under a ceasefire since 1953, technically they are still at War.
 - Vietnam War
 - Including conscripts who had been called up under the National Service Scheme
 - Anti-war protests were prominent in Australia from 1969. Some protests became violent.
 - Vietnam War was political with many Australians against involvement in the War
 - Led to Vietnam Veteran's feeling that Australia blamed them rather than the politicians for the way the war was conducted. Australian Veterans were associated to the Americans fighting in the war with the release of images that were associated with the American War effort e.g. Children burning due to Napalm
 - Malaya where they fought against communist terrorists
 - Malaysia (Borneo) in a confrontation against Indonesia
- General fear regarding the spread of communism and its possible effect on the Australian way of life as there were small numbers of Communist Party members living in Australia. This resulted in the Menzies Government's attempt to ban the Communist Party in Australia which failed.
- Nuclear tests held at Maralinga as part of Great Britain joining the arms race.
- Led to issues in Australia's Post-Cold-War defence policy and the formation of ASEAN.



The development, testing and possible use of Nuclear Weapons dominated the second half of the 20th Century and is still an issue today as countries continue with nuclear disarmament and the decommissioning of facilities.

Q4 What effects did the use of atomic weapons have on the ways in which countries sought to defend themselves?

Answers should include:

- Countries invested heavily in defence including the development of long-range missiles and the development of defence systems.
- Countries with nuclear arsenals developed stringent policies and procedures regarding their use such as two-way authentication which included the head of state.
- Countries used the threat of nuclear warfare against each other.
- Some countries built bomb shelters to defend their leaders in a nuclear war.
- Led to concerns of nuclear terrorism especially in the late 80's to early 90's at the fall of the Soviet Union
- Countries without nuclear arsenals sought defence agreements with countries with nuclear arsenals for protection.
- Countries also sought assistance from other countries including scientists to develop their own nuclear arsenals
- Countries who developed atomic weapons also publicly announced their successful tests especially during the Cold War era. Since the Cold War, the possession of nuclear arms is frowned upon by the international community and now tests are conducted in secrecy e.g. North Korea
- More recently countries have agreed to dispose of their nuclear weapons with conditions, alliances and treaties in place. E.g. Ukraine disposed of its nuclear arsenal on the condition that its borders remain intact and no one invades
- Nuclear weapons have also promoted strategic stability and have prevented largescale wars but have allowed for lower intensity conflicts between countries.
- No country with a nuclear arsenal has been invaded by another
- Greater chance of war between countries when one opponent has nuclear weapons and the other does not.



Q5 How might countries without nuclear arsenals seek to protect themselves against potential aggressors?

Answers could include:

- *Have a treaty with another country that has a nuclear arsenal. E.g. Australia and the USA through the ANZUS pact.*
- *Countries such as North Korea continue to develop nuclear weapons and improve their ballistic missile ranges*
- *Countries have engaged with bodies such as the UN and other parties for assistance to assist with potential aggression.*

Q6 What was Australia's involvement in the development of Nuclear Weapons?

Answers should include:

- *Nuclear testing at Maralinga in South Australia was conducted by the British from 1956 to 1963*
- *A total of 7 nuclear tests were conducted at Maralinga*
- *Tests were conducted in secrecy*
- *Whistle-blowers and investigative journalists revealed the tests at Maralinga which led to increased political scrutiny*
- *The local Aboriginal people were forcibly removed from the area during the tests and when they returned suffered from illness and death due to land contamination.*

The US became a critical security partner for Australia at the signing of the ANZUS Treaty in 1951. This treaty was originally signed by Australia, the United States and New Zealand. In the 1980's New Zealand introduced an antinuclear policy including the banning of nuclear armed vessels from their ports and as a result the US formally suspended its treaty obligations to New Zealand and reduced its military ties.

Q7 What obligations did both countries have towards each other in terms of the security partnership?

Answers could include:

- *The provision of mutual aid in the event of aggression and for settling disputes by peaceful means*
- *The maintenance of a consultative relationship with each other to ensure their collective security in the Pacific region.*



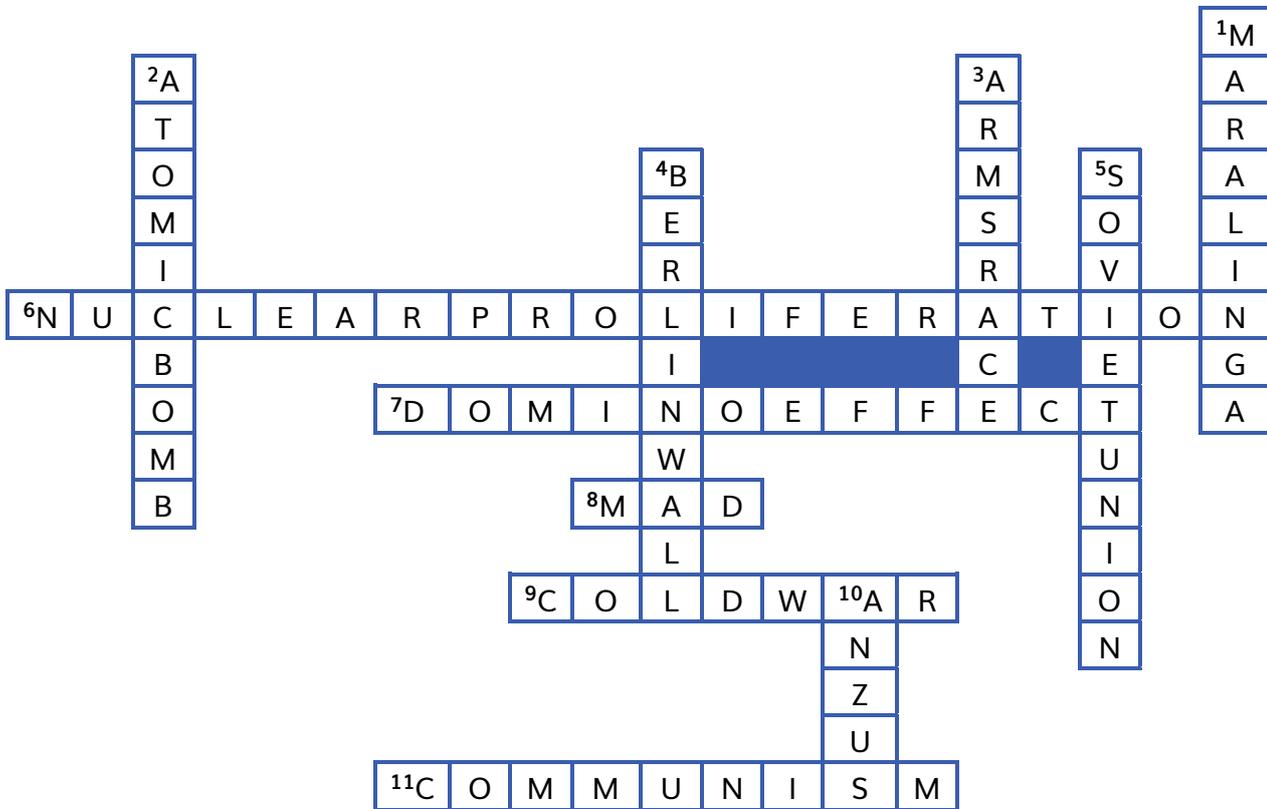
Activity Closure

In closing, discuss the research findings as a group including how the Cold War and Nuclear Proliferation combined to create a world of hysteria. Discuss the possible implications that this has had on Australia. Your students should also be able to share any additional knowledge that they have gained from their research.



Additional Activities

Crossword Puzzle



Clues

Across

6. The spread of nuclear weapons, material and technology
7. A term used to describe communist takeovers in neighbouring countries
8. Acronym for the term 'Mutually Assured Destruction'
9. This war is known as the battle of supremacy between the communist east and democratic west
11. Political ideology where all property is owned by the community and each person contributes and receives according to their needs. Hint: founded in the Soviet Union.

Down

1. The location of nuclear testing conducted by Great Britain.
2. The name of the bomb that was dropped on Hiroshima and Nagasaki which ended WWII.
3. The term used to describe the competitive development and acquisition of military capability.
4. This was built in 1961 and fell in 1989.
5. The fall of this superpower in 1991 led to the end of the Cold War and the independence of other states
10. The name of the security treaty between the Us, Australia and NZ.



Word Search



Word List

| | | | |
|---------------|-------------|------------------|-----------------------|
| United States | Atomic Bomb | Tension | Power |
| Domino Effect | Cold War | Capitalism | Churchill |
| Soviet Union | Vietnam War | MAD | Stalin |
| Democracy | Korean War | Politics | Truman |
| ANZUS | Maralinga | Arms Race | Weapons |
| Berlin Wall | Communism | Authoritarianism | Nuclear Proliferation |



Extension Activities

Activity 1: The Cold War and its portrayal in popular music

In the 1980's inspired by the Cold War; the Musician known as Sting released a song called 'Russians'. Sting was inspired to write the song after watching Russian TV through illegal satellite viewings. Sting was inspired by the love and care that went into their Children's programs and how their love for their children was no different to America. The beginning of the song features audio from Vremya a Soviet news program and includes a theme from 'Lieutenant Kije' by Russian Neoclassical composer Sergei Prokofiev. The song criticises the doctrine of Mutually Assured Destruction including the dominant foreign policies and propaganda of the Cold War during the 1980's.

As a class discuss the song including its impact and narrative. To assist in this activity students could create a Y chart and analyse the song through 'looks Like', 'sounds like' and 'feels like'. At the end of the Y chart discuss the key concepts portrayed in the song including:

- Mutually Assured Destruction
- War of words including the rhetorical speeches and threats
- Hysteria and fear for human life
- Difference in Ideologies
- The feelings of everyday people
- Lack of historical background and knowledge as there had never been a nuclear exchange between countries
- Lack of trust in the politicians in power
- Ignorance
- Oppenheimer's deadly toy and reference to the scientist J. Robert Oppenheimer who is often known as the 'father of the atomic bomb'.
- 'Winnable War' and the fact that most wars in the later half of the 20th Century were unwinnable e.g. Vietnam
- Protection of children
- Being the same in biology
- Concept of how the love for children will offer protection

You could also discuss the validity of the source with regards to whether artists such as Sting who are known for their political stances in music are credible sources in a historical context.



Activity 2: Eastern and Western Bloc division

The Eastern and Western Bloc's that were created after World War II shaped the world for many years. To understand the gravity and the land mass associated with these two blocs, provide your students with a current political map of Europe. In this activity, students will use a current map of Europe to draw the borders of the Soviet Union prior to World War II and the extent of the Soviet Bloc during the Cold War.

Task 1

Using their device, students will search for a political map of Europe in 1939 prior to the commencement of World War II. Using coloured pens, ask students to draw the Soviet Union border prior to World War II in one colour.

Task 2

Students are to use their devices to search for a map of Europe which outlines the Soviet Bloc. After locating the map, students should draw the border of the Soviet Bloc in a different colour to the one used in the previous task. To further expand on this task, students could draw a line where the Soviet Bloc ended and another line for the borders of the Soviet Union.

Task 3

Lead a class discussion about the changes in Europe and the changing of the world order after World War II. This could include a comparison regarding the influence of each of the Bloc's differing ideologies and political beliefs. Brainstorm how this power and influence effected the Cold War. During this discussion you could also discuss what it meant for greater society including the effects of the Berlin Wall, the migration of people etc.

Supplementary Activities

Contact your local RSL Sub Branch and organise a visit from a veteran. A veteran visiting the classroom can provide a different perspective to events and key topics.

